

CRM LESSON PLAN REPORT

Army History and Heritage
712-BT100 / 1.0 ©

Approved
14 Sep 2023

Effective Date: 14 Sep 2023

SCOPE:

This lesson covers the history of the Army from the Revolution through the Global War on Terror.

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD1: This training product has been reviewed by the training developers in coordination with the CMH foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

SECTION I. ADMINISTRATIVE DATA

All Course Masters /POIs Including This Lesson

Courses

<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

POIs

<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

Task(s) Taught(*) or Supported

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
Individual		
None		
Collective		
None		

Reinforced Task(s)

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
None		

Knowledge

<u>Knowledge ID</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
K26766	Army values	Yes	No

Skill

<u>Skill ID</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
S4115	Ability to receive military history brief	Yes	No
S3023	Ability to understand the role and use of military history	Yes	No

Administrative/ Academic Hours

The administrative/academic (50 min) hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	2 hrs	20 mins	Lecture
Yes	0 hrs	30 mins	Test
Total Hours (50 min):		3 hrs	0 mins

Instructor Action Hours

The instructor action (60 min) hours required to teach this lesson are as follows:

<u>Hours/Actions</u>			
	0 hrs	15 mins	Classroom Breakdown
	0 hrs	15 mins	Classroom Setup
Total Hours (60 min):		0 hrs	30 mins

Test Lesson(s)

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

Prerequisite Lesson (s)

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

Training Material

Classification Security Level: Not Set

Foreign Disclosure Restrictions FD1. This training product has been reviewed by the training developers in coordination with the CMH foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>
None		

Student Study Assignment

N/A

Instructor Requirements

The primary instructor is the Drill Sergeant.

Support Personnel Requirements

N/A

Additional Support Personnel Requirements

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

Materials Required

Instructor Materials:
This Lesson Plan, the associated PowerPoint presentation, and access to the CMH Army History and Heritage book, available online at: <https://history.army.mil/html/books/069/69-6-1/index.html>

Student Materials:
Students are required to have a writing utensil to complete the attached note sheet.

Classroom Training Area, and Range Requirements

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
None				

Ammunition Requirements

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

Instructional Guidance/Conduct of Lesson

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.
NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material. This Lesson is the first of seven in the History and Heritage Module.

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
adam.c.nowak	Not Available	Approver	14 Sep 2023

SECTION II. INTRODUCTION

Method of Instruction: Lecture
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - NON-ICH (1:50)
Time of Instruction: 2 mins

Motivator

The Army has been around longer than the United States. You are the next in an unbroken line going back nearly 250 years.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.
At the completion of this lesson, you [the student] will:

Action:	Recognize the history of the Army.
Conditions:	In a classroom environment, given student handouts and presentation.
Standards:	Recognize the history of the Army by: Identifying the birthday of the Army Identifying Operation Overlord Identifying the President who ended segregation in the Army
Learning Domain - Level:	Cognitive - Remembering
No JPME Learning Areas Supported	None

Safety Requirements

Fire, severe weather conditions tornados and hurricanes, earthquakes, active shooters.

Risk Assessment Level

None

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.
It is the responsibility of all Soldiers and DA civilians to protect the environment from damage. Recycle all plastics and papers to the proper bins stored outside of the classroom.

Instructional Lead-in

Where does the Army come from? Was it always around?

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Recognize the history of the Army during the Founding of the Nation

Method of Instruction: Lecture
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - NON-ICH (1:50)*
Time of Instruction: 16 mins
Media Type: Unassigned
Other Media: Unassigned
Security Classification:

Note: Marked as (*) is derived from the parent learning object

The Early North American Colonies:

4 Minutes covering Slides 5 to 6:

- The Militia System
- The French and Indian War
- Taxation and Commerce Acts
- Retribution for Resistance
- Lexington and Concord
- The Army Birthday

SLIDE 5:

The colonies did not have a standing army. Keeping a dedicated force of trained and equipped men was expensive. In the English tradition, they had militias that would serve the common defense when needed.”

In the 1750s, the French and their Native American allies went to war against the British colonies. England and France continued fighting in other areas such as modern Germany, Russia, Austria, and Hungary. This global conflict, arguably the first actual world war, was the Seven Years War.”

To recover the debt incurred from war in North America, the English would levy new taxes against the colonists. These included various stamp, tea, and other taxes. The American colonists protested for being taxed without representation. Boycotts and harassment caused increased enforcement measures in Boston, leading to the Boston Massacre and the Boston Tea Party.

SLIDE 6:

“Paul Revere and William Dawes warned the militia how the British would arrive and on 19 April 1775, the British encountered militia formed up near Lexington common.

After a brief skirmish, the British cleared the militia and continued to Concord.

As the British approached Concord Bridge they encountered additional militia gathered there.

It was here that the “shot heard round the world” was fired. The British were routed and retreated all the way to Boston”

“To prepare to fight the British, the Second Continental Congress formed the Continental Army on June 14, 1775. This is the birthday of the Army.”

Ask Trainees, “When was the Army’s birthday?”

Answer, "June 14, 1775"

"Congress also appointed General George Washington as the Army's Commander in Chief."

The Revolution Begins:

3:30 Minutes covering Slides 7 to 9:

- Ticonderoga and New York
- The Declaration of Independence
- Crossing the Delaware
- Defeat in Philadelphia
- Victory at Saratoga
- Valley Forge and Baron Von Steuben's Blue-Book

SLIDE 9:

"Victory at Ticonderoga provided weapons, munitions and several batteries of artillery. Victory in New York prompted the Continental Congress to adopt and announced the Declaration of Independence on 4 July, 1776.

"Shortly afterward, the British army sent from England arrived and retook New York.

"Morale dropped significantly. So General Washington attacked the Hessians at Trenton, NJ to raise morale and acquire resources.

"Additionally, another Continental Army would defeat a British task force at Saratoga, which prompted the French to support the Revolution.

"In the summer of 1777, Philadelphia would fall to the British and the Continental Army would be forced west toward Valley Forge."

SLIDE 10:

"The Continental Army faced extreme conditions through the winter at Valley Forge. The winter cold, disease, and starvation hardened those who chose to stay."

"During their stay, the Prussian Baron Friedrich von Steuben trained the Continental Army into a world-class fighting force. He is referred to as the Army's first Drill Sergeant."

SLIDE 11:

"Baron von Steuben's manual of arms was called 'The Blue Book'. Though modified over time, we still use it to train every Soldier in the Army."

30 Seconds covering Slide 10

SLIDE 10: CONDUCT CHECK ON LEARNING

Battle of Yorktown

4 Minutes showing the video

SLIDE 11: PLAY YORKTOWN VIDEO

1 Minute covering Slide 16:

SLIDE 12:

"The American victory at Yorktown crippled the British in North America. Once Parliament received news of the surrender at Yorktown, it realized the futility of continuing the war and agreed to cease hostilities.

“On 3 September 1783, the Treaty of Paris was signed, formally recognizing the United States as a free and independent nation after eight years of war. Following the ratification of the Constitution, General Washington was elected as the first US President”

4 Minutes covering Slides 18 to 19:

SLIDE 18: Green Mountain Boys under Ethan Allen (Loyalty)

SLIDE 19: Benedict Arnold (Dis-Loyalty)

Check on Learning: Who was the Commander-in-Chief of the Continental Army?
A: George Washington

Review Summary: Conduct a Review/Summary of the material. Answer any questions.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Recognize the history of the Army during the Civil War.

Method of Instruction: Lecture
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - NON-ICH (1:50)*
Time of Instruction: 16 mins
Media Type: Unassigned
Other Media: Unassigned
Security Classification:

Note: Marked as (*) is derived from the parent learning object

SLIDE 4:

Army Values Card: Duty

Ensure Trainees write the *Importance* of the Value

Following the Wars of Independence:

2:30 Mins covering Slides 5 to 7:

- The Army's concerns post-War of 1812
- The Mexican American War
- New Territory and Politics concerning Slavery
- President Lincoln's election and southern secession

SLIDE 5:

Following the War of 1812, the US Army faced two general concerns. First, Britain could always attempt another invasion. To counter this, the Army constructed a string fort along the east coast.

Second, the west was still untamed and controlled by natives, bandits, pioneers, and Mexico. The US preferred the Rio Grande River as the boundary between the US and Mexico, but the Mexicans didn't.

SLIDE 6:

“The Army was sent to take the capital of Mexico to settle the issue, demonstrating skilled use of multiple disciplines as led by several talented leaders. Many of them would become important figures in the American Civil War.

The Treaty of Guadalupe Hidalgo was signed on 2 February, 1848, ending the war with Mexico, which ceded over half of its territory to the US.”

SLIDE 7:

“The influx of new land caused tension over whether new states would be “Free” or “Slave” states.

Tensions broke when Abraham Lincoln, a known abolitionist, was elected as President. Seven states declared their independence in early 1861, forming the Confederacy. On 12 April, 1861, Confederate forces fired on Fort Sumter in Charleston, beginning the American Civil War.

Four more states seceded after President Lincoln called for volunteers to ‘put down the insurrection’.”

The American Civil War

4 Mins covering Slides 8 to 15:

SLIDE 8:

“The Union began by launching the ‘Manassas Campaign’, which ended in failure at the ‘Battle of Bull Run’.”

SLIDE 9:

McClellan attempted another campaign through the Chesapeake Bay. Using the Union Navy, McClellan land on the peninsula near Yorktown and headed toward Richmond. This would be called the ‘Peninsula Campaign’.”

Confederate General Robert E. Lee led the defense of Richmond. Several engagements were fought over a seven-day period, ending in a stalemate at Malvern Hill.

Unable to sustain the campaign, McClellan withdrew and returned north.”

To keep the pressure on the Confederates, a second Manassas Campaign was launched. It also ended in failure for the Union, causing the complete withdrawal of the Union Army into Washington D.C.”

SLIDE 10:

“With these southern victories, General Lee invaded the north. One of his goals was to win a decisive victory there to convince Britain to support the Confederacy.

SLIDE 11:

“General McClellan moved to intercept the Confederates. His goals were to prevent the Capitol from being taken and to destroy the southern army.”

5 Min showing the “Short” video

SLIDE 12: PLAY ANTIETAM VIDEO

30 seconds covering Slide 17:

SLIDE 13:

“The Battle of Antietam was a strategic victory for the Union. Lee’s army could not continue its campaign and its defeat also discouraged British intervention..

Lincoln used the Union success to deliver his Emancipation Proclamation, legally freeing all slaves in rebel states.

“Now, let’s look at examples of the Army Values during the Civil War. Remember, the Army Values Transcend Circumstance...”

4 Mins covering Slides 18 to 20:

SLIDE 14: Christian Fleetwood (Duty)

SLIDE 15: Mary Walker (Duty)

45 seconds covering Slides 21 to 22:

SLIDE 16:

“The Civil War would continue for another three years. The Vicksburg, Gettysburg, Overland, Petersburg, and Atlanta campaigns would devastate the south’s ability to continue.”

“In the spring of 1865, Confederate Armies would surrender in three locations. First with General Lee to General Grant at Appomattox Courthouse, then General Johnston to General Sherman at Bennett Place, and finally General Smith to General Canby.”

Check on What caused the Civil War?
Learning: A: The issue of slavery.
Review
Summary: Review the timeline on the final slide.

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Recognize the history of the Army during World War I.

Method of Instruction: Lecture
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - NON-ICH (1:50)*
Time of Instruction: 16 mins
Media Type: Unassigned
Other Media: Unassigned
Security Classification:

Note: Marked as (*) is derived from the parent learning object

SLIDE 4:

Army Values Card: Respect

Ensure Trainees write the *Importance* of the Value

Instructional Lead-In:

2 Mins covering Slides 5 to 6:

- General American concerns
- The Spanish American War
- American Imperialism – New Territories

SLIDE 5:

“After the Civil War, Americans focused on reconstructing and expanding their nation. Immigration and industrialization promised freedom and opportunity while focus on the American frontier was renewed.

SLIDE 6:

“As America expanded across the continent and the world, European diplomacy consisted of defensive alliances aimed toward preventing all-out war. If one alliance group started a war, effectively everyone would be pulled into the conflict.

The Great War Begins:

5 Mins covering Slides 8 to 12:

- Arch-Duke Ferdinand's assassination
- Europe mobilizes
- Combat in WWI
- America enters the war

SLIDE 7:

“The Great War started after Arch Duke Franz Ferdinand, heir to the Austro-Hungarian Empire, and his wife were killed by a Serbian named Gavrilo Princip. Austria-Hungary blamed Serbia and delivered an ultimatum that Serbia could not possibly concede to. Eventually, Austria-Hungary declared war on Serbia. The dominoes would fall and within a two-week period, fighting broke out all across Europe.”

SLIDE 8:

“Combat during the Great War was typified first by massive numbers of troops using old tactics armed with new technologies. This eventually evolved into trench warfare reinforced with barbed wire and machine guns. Other technologies included chemical weapons, submarines, reconnaissance aircraft, and finally tanks to break through no-man's land between the trenches.

SLIDE 9:

“In 1917, a communication from the Germans to Mexico was intercepted by the British and passed on to the Americans. It offered an alliance with Mexico in the event the US went to war against Germany. With this new intelligence, America declared war against Germany.

SLIDE 10:

“On 26 September 1918, the long-planned Meuse-Argonne Offensive was launched to drive the Germans out of France. Shortly after it began, the attack stalled, but one battalion-sized group of Americans was able to penetrate the German line and seize their objective. They were so far ahead that they became surrounded and were referred to as the “Lost Battalion”.”

5 Min showing the video

SLIDE 13: PLAY MEUSE-ARGONNE VIDEO 0:18-4:30 – SHOW MORE ONLY IF TIME PERMITS

1 Min for the Slide 12.

SLIDE 12:

“With the help of the Lost Battalion, the Meuse-Argonne Offensive caused a general withdrawal across the border. News of Germany's retreat reached the German populace, which began calling for an end to the war. German leadership began talks suing for peace, leading to an armistice that would be signed on 11 November, 1918.”

4 Mins covering Slides 18 and 19:

SLIDE 14: Charles Whittlesey (Respect)

SLIDE 15: Cher Ami (Respect)

Check on Learning: From which battle did the "Lost Battalion" get their name?
A: Meuse-Argonne Offensive

Review Summary: Review the timeline at the end of the slides.

Method of Instruction: Lecture
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - NON-ICH (1:50)*
Time of Instruction: 16 mins
Media Type: Unassigned
Other Media: Unassigned
Security Classification:

Note: Marked as (*) is derived from the parent learning object

SLIDE 4:

Army Values Card: Selfless Service

Ensure Trainees write the *Importance* of the Value

Instructional Lead-In:

2 minute covering Slides 5 to 6:

- Overview of Russian, Italian, Japanese, and German changes in governance
- Prelude to WWII
- WWII Begins

SLIDE 5:

“The three most devastated nations of the war (Italy, Germany, and Russia) succumbed to political concepts that evolved into dictatorships. Japan, while fortunate during WWI was dealing with complex governance that left the military in control.

SLIDE 6:

“In 1939, Joseph Stalin proposed a 10-year non-aggression pact to Hitler to which Hitler agrees.

Secret details of the Pact were spheres of influence in East Europe that split Poland in half.

Hitler begins the invasion of Poland in September 1939, which triggers a declaration of war from Britain and France. World War II had started.”

4 minutes covering Slides 9 to 13:

World War II

SLIDE 7:

“Germany conducted swift campaigns through Europe using “Blitzkrieg” tactics. In late June 1940, Hitler had defeated the French Army, seized Paris, and forced the British Army back across the English Channel.

Later that year, Japan joins Germany and Italy as the third “Axis Power”.”

SLIDE 8:

The US provided war material to Britain, China, and Russia through the Lend Lease Program.

In June 1941, Hitler initiated his betrayal and invasion of the Soviet Union called Operation Barbarossa.

In the Pacific, Japan demanded an end to US embargos, which was refused. In response, Japan attacked the main US Naval base at Pearl Harbor, Hawaii to curb American power in the Pacific.

The US declared war on Japan the following day, entering the war against the Axis.

SLIDE 9:

In 1942, the US begins the Pacific campaign while Germany focuses its attention on Stalingrad.

Later that year Soviet forces surround the Germans at Stalingrad and begin pushing west across East Europe.

SLIDE 10:

“The time had come to liberate Europe. While the Russians fought in the East, the British, American, and French allies would open another front in West Europe through the French beaches at Normandy.

Operation Overlord was launched on 06 June 1944. It was preceded by a massive deception campaign and the largest Airborne operation to that point. The assault itself involved over 150,000 troops and over 5,000 watercraft.

4 minutes covering Slide 11:

SLIDE 23: PLAY NORMANDY VIDEO - Saving Private Ryan (edited) ONLY SHOW 0:00-3:10 OF THE VIDEO.

Allied Drive to Victory

3 minutes covering Slides 12 to 14:

SLIDE 12:

“The winter of 1944 slowed progress across Europe. Hitler launched a major counteroffensive into the Ardennes with the intent of splitting the British and American armies.

The “Battle of the Bulge” culminated in the siege of Bastogne which was broken on 26 December by Patton’s Third Army. The Nazi war machine was now broken beyond recovery.”

SLIDE 13:

“By April, 1945, the Soviet Army under General Zhukov reached the outskirts of Berlin. Hitler committed suicide on 30 April 1945, leaving the remaining Nazi leadership to sue for peace. On 2 May 1945, Germany surrendered.

On 08 May 1945, Victory in Europe was declared.”

SLIDE 14:

“On 12 April 1945, President Roosevelt passed away. Shortly after taking office, President Truman learned of the secret project to weaponize uranium.

The Allies issued an ultimatum to the Japanese which they refused. Truman ordered the successive bombing of select Japanese targets with nuclear weapons.

“On 06 August, 1945, the first atomic bomb called “Little Boy” destroyed Hiroshima. Three days later, the second atomic bomb called “Fat Man” destroyed Nagasaki. On 10 August 1945, the Japanese communicated their unconditional surrender and on 14 August 1945 formally signed the cessation of hostilities on the USS Battleship Missouri.”

4 Mins Discussing Selfless Service:

SLIDE 20: Elsie S. Ott

SLIDE 21: Vernon Baker

Check on What was Operation Overlord?
Learning: A: The invasion of Normandy (D-Day).
Review
Summary: Review the timeline at the end of the slides.

TLO - LSA 5. Learning Step / Activity TLO - LSA 5. Recognize the history of the Army during the Cold War.

Method of Instruction: Lecture
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - NON-ICH (1:50)*
Time of Instruction: 16 mins
Media Type: Unassigned
Other Media: Unassigned
Security Classification:
Note: Marked as (*) is derived from the parent learning object

SLIDE 4:

Army Values Card: Honor

Ensure Trainees write the *Importance* of the Value

Instructional Lead-In:

1:45 minutes covering Slides 5 to 6:

- Ideological underpinnings of our adversary (Soviets and Communism)
- World overview immediately following Second World War
- Strategy to counter Communist expansion (Containment)

SLIDE 5:

“Socialism, in its most broad definition, is that the wealth produced by a society and the means to produce that wealth are, owned and controlled by the people within that society.

Communism is a subset of socialism, where the wealth and means of producing it are owned socially, but with the added distribution mechanism focused on “from each according to their ability, unto each according to their need.”

China developed its own form of communism, Maoism.

SLIDE 6:

“The alliance between the Soviet Union and the Western Powers broke down due to lack of a common enemy and conflicting ideology. Stalin began setting up communist governments in Eastern Europe and sponsored communist expansion to other nations.”

Post War Europe and Asia

2:15 minutes covering Slides 7 to 9:

SLIDE 7:

“Here, we see the geographical boundaries that would become “The Iron Curtain”, as stated by Winston Churchill. In the countries colored red, the Soviet Union established Communist governments.

SLIDE 8:

“In response to this ideological threat, US Director of Policy Planning, George Kennan, writes a plan for US foreign policy concerning Communism. Simply put, contain Soviet influence if it sought to expand outside of its current area of control while respecting their present sovereignty.

“Several efforts ensued to rebuild Europe while preventing World War III. These included the Berlin Airlift, the Marshall Plan, and NATO.”

SLIDE 9:

“In Asia, the US Army virtually governed Japan. Reformation included withdrawal from occupied territories, a massive system of land reform, and Constitutional reform.

“The Chinese Civil War erupted with the Communist Party eventually winning and proclaiming the People’s Republic of China. Remaining Nationalists would flee to Taiwan, where they still exist to this day.

War also erupts in Korea. North Korea was backed by the Soviets while the south was backed by the United Nations. The dividing line between the two was called the 38th Parallel. On 25 June 1950, the North crossed this border and almost overtook the entire peninsula”

The Korean War

1 minutes covering Slide 10:

SLIDE 10:

“General McArthur led the US counter attack on behalf of the United Nations. Beginning with amphibious landings at Inchon, US success forced the North Koreans to withdraw across the 38th parallel. Eventually, McArthur led the US almost all the way through Northern Korea, prompting the Chinese to mobilize troops on their border.

“The Chinese counter-attacked and drove UN forces back to the 38th Parallel.

“After the election of Dwight Eisenhower and the death of Joseph Stalin, support for the Korean conflict evaporated in both the US and Soviet Union. In 1953, the Korean Armistice was signed. Though the fighting has ended, the war is still ongoing.”

The Vietnam War

1 Minute covering Slides 12 to 13:

SLIDE 12:

“Vietnam was split much like in Korea. Soviet-supported Northern Communists and US supported Southern Republic.

“In August of 1964, North Vietnamese torpedo ships attacked the USS Maddox. Allegations of a second incident cause America to declare war on North Vietnam.”

SLIDE 13:

“The Fighting in Vietnam was typified by irregular warfare but also included several large-scale, conventional battles, including the Tet-Offensive.”

5 minutes showing the video

SLIDE 14: PLAY TET-OFFENSIVE VIDEO

1 minute covering Slides 15 to 16:

SLIDE 15:

“The offensive was disaster for the North, which suffered over three times the losses of their opponents with nothing to show for it. As a result, the North requested peace talks, but maintained a guerrilla campaign.

In America however, the US military was now perceived as ineffective, breaking public confidence in the US Government’s view that the war was being won.”

SLIDE 16:

“In March of 1968, US and South Vietnamese forces were conducting counter-insurgency operations against the Viet Cong. Charlie Company of the 11th Infantry Brigade was ordered to destroy the VC-controlled town of Son My (pronounced sun-me). They instead came upon My Lai (pronounced me-lie).

“Only three weapons were found with no other sign of VC presence. However, the company’s leading Officer, LT Calley, ordered the killing of the villagers and the destruction of the town. The My Lai Massacre was stopped only when senior Officers directly ordered US troops in the area to cease operations.

“The My Lai Massacre served to further demoralize the military and fan unpopularity for the war among the American citizenry.”

4 Mins covering Slides 22 and 23:

SLIDE 17: WO1 Hugh Thompson (Honor)

SLIDE 18: 2LT William Calley (Honor)

2 Minute covering Slides 19 to 20:

SLIDE 19:

“Over the next seven years, the US reduced its forces in Vietnam while seeking to improve the South Vietnamese military. The US believed the South could hold out against the North until 1976, hopefully long enough to final see a lasting peace agreement.

In 1975, a major Northern offensive began and the Southern military was quickly defeated. By April 1975, NVA and VC forces surrounded Saigon and patiently waited until all remaining Americans departed before taking the city.

For America, the Vietnam War was now over.”

SLIDE 20:

“While we may consider the Cold War over, the consequences of this period are still felt today.

The Cross Strait relations between China and Taiwan are the remnants of the Chinese Civil War, with the United States pledging to defend Taiwan should China invade.

The Korean War has not ended, and to this day we send Soldiers to Camps Humphries and Camp Casey to enforce the border. *YOU* may very well end up there.

The Nagorno-Karabakh conflict in modern day Azerbaijan is the result of unresolved territorial disputes papered over by the Soviet Union.

Central Asia is currently in a period of unrest that, due to Russia's declining force projection capabilities are not being resolved.

Though the Soviet Communist powerhouse fell, Communism is still being used as a model of government for a number of small countries, such as Cuba and Venezuela.

The War in Ukraine is Russia's attempt to reassert influence in East Europe. This war is very recent, so *historical* understanding of this war is limited at this time.

Additionally, NATO and the EU are still active agreements that define economic, diplomatic, and military procedure in Europe.”

Check on What ongoing conflicts have their roots in the Cold War?
Learning: A: China/Taiwan; Russia/Ukraine; Korean War;
Review
Summary: Review the timeline on the final slide.

TLO - LSA 6. Learning Step / Activity TLO - LSA 6. Recognize the history of the Army during the Global War on Terror.

Method of Instruction: Lecture
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - NON-ICH (1:50)*
Time of Instruction: 16 mins
Media Type: Unassigned
Other Media: Unassigned
Security Classification:
Note: Marked as (*) is derived from the parent learning object

SLIDE 4:
Army Values Card: Integrity

Ensure Trainees write the *Importance* of the Value

Instructional Lead-In:

3 minutes covering Slides 5 to 12:

- Overview of Lawrence of Arabia and the Sykes-Picot
- Gamal Nasser and Pan Arabism
- Qutbism
- Mujahedeen and the Taliban
- Projections of Power in the Middle East

SLIDE 5:

“After World War I, Britain, France and Russia divided up spheres of influence in the Middles in the Sykes-Picot agreement. After World War II, Britain and France began to decolonize, resulting in the creation of independent states such as Syria and Iraq.”

SLIDE 6:

“One of the states, Iraq, would be led by Saddam Hussein, a dictator who desired to create a unified Arab state. He would invade both Iran and Kuwait, the latter of

which triggered a US response. Operation Desert Storm was a complete success, as in just 100 hours, the United States had defeated the fifth largest military in the world.

SLIDE 7:

“A few years earlier, during the Cold War, Afghanistan bordered Soviet territory in Central Asia. Seeking to expand their influence, the Soviets invaded and occupied the country from 1979-1989.

During this time, the United States would offer covert support to Islamic insurgents in Afghanistan. They defeated the Soviets, and a few years later the entire Soviet Union would collapse. Meanwhile, after some infighting, the Taliban secured power in 1996.

9/11 and the Global War on Terror

5 minute covering Slides 19 to 24:

SLIDE 8:

“On September 11th, 2001, Al-Qaeda terrorists hijacked four commercial airliners and deliberately crash them into the World Trade Center and the Pentagon. The passengers of United Flight 93 would fight the hijackers for control of the plane, causing it to crash into a field in Shanksville, PA. These attacks would kill over 2,997 people and profoundly change American society.

“Standing in the ruins of the World Trade Center, President George W Bush would commit America to hunting down and holding those responsible for the terrorist attacks to account. For the first time in history, Article 5 of the NATO treaty, “an attack on one is an attack on all”, would be invoked.

Thus began the Global War on Terror, a multi-national effort to eliminate terrorism through military, diplomatic, economic, and intelligence efforts.”

SLIDE 9:

“The first target for the United States was the main Al-Qaeda haven, Afghanistan. President Bush demanded that the Taliban stop harboring Al-Qaeda, which the Taliban refused, citing Pashtun cultural norms to protect their guests. In response, the United States launched military action in Afghanistan on 7 October 2001.”

“Citing Iraq’s non-adherence to the treaties signed after the Persian Gulf War, President Bush declared Iraq as part of an Axis of Evil, that could potentially provide Weapons of Mass Destruction to Al-Qaeda terrorists. The UN resolved to remove Saddam from power by military means.

SLIDE 10:

“On March 17th, President Bush demanded that Saddam Hussein step down from power within 48 hours, or face a state of war. Saddam refused. Operation Iraqi Freedom was launched 90 minutes after the expired deadline and in three weeks Coalition forces captured all of Iraq’s major cities. Major ground operations were declared over on 01 May 2003.”

SLIDE 11:

“However, despite defeating the Ba’athist regime, the United States still faced a massive insurgency which threatened the occupation of Iraq and the government’s reconstruction. This insurgency would center around the city of Fallujah. In 2004, the United States and Britain committed forces to fight an intense urban operation to clear the city of insurgents.”

4 minutes covering Slide 25

SLIDE 12: Play National Geographic (3:30)

1 minute covering Slide 26

SLIDE 13:

“On 13 December, 2004, Saddam Hussein was captured by a Special Operations Task Force and the Fourth Infantry Division. Three years later, he was found guilty for crimes against humanity and executed in Iraq. The United States would remain in Iraq for another 5 years to assist in nation building and security efforts, before withdrawing in 2011. Iraq would be plagued by ineffective governance, and would struggle in a fight against Qutbist-inspired Islamic State of Iraq and Syria (ISIS), a fight which continues to this day.”

4 Mins Discussing Integrity:

SLIDE 27: PFC Ross McGinnis

SLIDE 29: SSG David Bellavia

Check on What was the first target for the Army after 9/11?
Learning: A: Afghanistan.
Review
Summary: Review the timeline on the final slide.

TLO - LSA 7. Learning Step / Activity TLO - LSA 7. Recognize the social changes in the Army.

Method of Instruction: Lecture
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - NON-ICH (1:50)*
Time of Instruction: 20 mins
Media Type: Unassigned
Other Media: Unassigned
Security Classification:

Note: Marked as (*) is derived from the parent learning object

SLIDE 4:

Army Values Card: Personal Courage

Ensure Trainees write the *Importance* of the Value

Instructional Lead-In:

1 minute covering Slides 5:

- The discovery of the New World
- Colonialism
- The origin of Slavery in the New World

SLIDE 5:

“The American colonies under British control were used for all three purposes and a large labor force was needed. To fill this need, indentured servants, convicted criminals, and slaves were brought to the colonies. This is why the United States has a large population of Black Americans.”

Black American Soldiers in Early American History

2:30 minutes covering Slides 7 to 10:

SLIDE 6:

“African Americans have been a critical part of the history of the nation since its founding. Regarded by some as the first casualty of the Revolution, Crispus Attucks was killed in the Boston Massacre while protesting British policy. Tens of thousands of Black Americans, both free and slaves, supported the war across all 13 colonies.

SLIDE 7:

“During the Civil War, Black Soldiers fought on both sides of the conflict. Following President Lincoln’s “Emancipation Proclamation”, the Union began actively enlisting Black Americans as Soldiers.

SLIDE 8:

“Following the Civil War, veteran Black Soldiers formed the core of several frontier regiments. After a tense fight with the Cheyenne Indians, the Native Americans called these colored Soldiers ‘Wild Buffalo’, leading to the nickname ‘Buffalo Soldiers’.

Black American Soldiers in the World Wars

4 minutes covering Slides 9-10:

SLIDE 9:

“During the Great War, Buffalo Soldiers and new Segregated Regiments were sent to Europe to assist French allies. On the front, Black Soldiers again proved their valor against the professional German Army. Over 200,000 Black American Soldiers would serve overseas.

SLIDE 10:

“During the Second World War, Black American service was a priority, leading to famous filmmaker and Signal Corp officer Frank Capra to create the ‘Negro Soldier’ recruitment film.

Black Soldiers saw fighting on more fronts than the First World War, both on land and in the air. Black Tank and Infantry units would spearhead attacks into Germany in the wake of the Battle of the Bulge. The ‘Red Tails’ escort fighters would gain fame and notoriety throughout the war.”

Black American Soldiers during the Cold War

1 minutes covering Slides 11:

SLIDE 11:

“The end of the Second World War saw great change due to Black American service. President Truman’s Executive Order 9981 racially integrated the Army and causing the gradual disbandment of segregated units.

With the Korean war came the end to segregated units. Black Soldiers served with their brothers and sisters of all other ethnicities.

Black American Soldiers in Modern America

1 minutes covering Slides 12:

SLIDE 12:

“In modern times, Black Americans were involved in operations in Grenada, Panama, and the Persian Gulf. They filled roles across all disciplines and rank. One such figure was General Colin Powell, who led strategic efforts in the liberation of Kuwait during Operation Desert Storm.”

(2 Mins Discussing Personal Courage)

SLIDE 13: Alwyn C. Cashe

SLIDE 14:

1 minutes covering Slides 14:

“Today, Black Americans continue to serve in our Army at a higher per-capita rate than their representation in the US population. Within the Army, prejudice is all but non-existent; a result of a profession that holds the Army Values higher than cultural opinions. As a leader in cultural change within America, the Army’s example shows other Americans who we are as fellow human beings.”

1 Mins Check on Learning:

SLIDE 15: CONDUCT CHECK ON LEARNING

>>> Short Break if Time Allows <<<

Women in the Early American Army

3 Mins covering Slides 16 to 18:

SLIDE 16:

Standards:

Key Learning Points:

- How early Women served the US Army and in what ways
- Famous Women Army Organizations
- What legislation affected Women’s service to the US Army
- The importance of Women’s service in the US Army
- How the highlighted individuals displayed Army Values

Lesson Validation

- Verify knowledge through Checks on Learning

SLIDE 17:

“During the Revolution, women mostly supported the Army on the home front. Many women also followed the Soldiers in the Army, performing tasks necessary to life in-general. These women were called “camp followers.”

Additionally, Women joined the fighting, either by pretend to be men in order to enlist or by participating when the fight was near.

SLIDE 18:

“During the Civil War, women still worked at home and as camp followers. However, Women were now Nurses and Doctors by profession and were employed more often in those roles.”

Additionally, more accounts are known of women disguising themselves to enlist during the Civil War; these became known as “Daughters of the Regiment”.”

Women Soldiers in the World Wars

4 Mins covering Slides 19 to 21:

SLIDE 19:

During the First World War, Women worked in factories, schools, and business. Women in the Army served as secretaries, architects, and phone operators.

The Army Signal Corps would select over 220 bilingual Service Women to operate phone lines between the US and European Allies on the front lines. These were called 'Hello Girls'.

Women's service in WWI helped pass the 19th Amendment to the Constitution, which guaranteed women's right to vote."

SLIDE 20:

In WWII, Women performed much more work than before, in both civil and military jobs. While women took jobs in civil service and manufacturing roles to 'Free a Man to Fight', others joined the Women's Army Corp, filling roles such as nurses and service pilots.

SLIDE 21:

"Black American Women also rose to serve in industry, civil service, and in the Army. 'Black Rosies' worked in manufacturing war material while others joined the Women's Army Corps, serving similar roles as their White American counterparts.

One famous unit was the 'Six triple-eight' Postal Battalion, which was sent to Europe to correct a 17 million-parcel backlog of mail for deployed troops. Their mission was expected to take six months to complete; they did it in three."

Women Soldiers in the Cold War

2 Mins covering Slides 22:

SLIDE 22:

"Beginning with the Women's Armed Service Integration Act in 1948, the Cold War period saw gradual removal of restrictions and service opportunities for women were increased."

"The reality of war would prompt more exposure to combat for Women, causing increased training in combat skills and leading to the complete integration of Basic Training in 1977.

Women Soldiers in Modern Wars

1:30 Mins covering Slides 23:

SLIDE 23:

"In the modern era, Women's opportunities continued to expand, leading to the repeal of the Combat Exclusion Clause in 1992.

Since the early 2000's, nearly every opportunity was made open to women. Operations Desert Storm, Iraqi Freedom, and Enduring Freedom saw the service of hundreds of thousands of women in war zones. Some were even leaders during combat."

(2 Mins Discussing Personal Courage)

SLIDE 24: Leigh Ann Hester

SLIDE 25:

1 Minute covering Slides 25:

“Today, one of every six Soldiers are Women. Women have attained some of the highest ranks and positions in the Army and have proven their worth through many trials and tribulations.

As a leader in cultural change within America, the Army’s example helps to show Americans who we all are as fellow human beings.”

Check on Learning: Which President ended segregation in the Army?
A: President Truman.
Review Summary: Review the timeline on the final slide.

TLO - LSA 8. Learning Step / Activity TLO - LSA 8. Recognize the history of the Army.

Method of Instruction: Test
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - NON-ICH (1:50)*
Time of Instruction: 30 mins
Media Type: Unassigned
Other Media: Unassigned
Security Classification:

Note: Marked as (*) is derived from the parent learning object

Complete the given test. Tests are found on the CIMT SharePoint.

Check on Learning: N/A
Review Summary: N/A

SECTION IV. SUMMARY

Method of Instruction:	Lecture
Mode of Delivery:	Resident Instruction
Instr Type (I:S Ratio):	None
Time of Instruction:	2 mins

Check on Learning

When is the Army's birthday?
A: 14 June 1775
What battle ended the American Revolution?
A: The Battle of Yorktown

Review/Summary

Review the timeline on the final slide of the presentation.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate the accomplishment of the TLO. Refer student to the Individual Student Assessment Plan.

This is a testable block of instruction and there will be an assessment at the end of the module.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

Appendix A - Viewgraph Masters

**Army History and Heritage
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Sequence	Media Name	Media Type
None		

Appendix B - Assessment Statement and Assessment Plan

Assessment Statement: None.

Assessment Plan: None.

Appendix C - Practical Exercises and Solutions

PRACTICE EXERCISE(S)/SOLUTIONS(S) FOR LESSON 712-BT100 Version 1.0 ©

Appendix D - Student Handouts

**Army History and Heritage
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Sequence	Media Name	Media Type
None		